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The two necessary factors in development are stimulus and response. Environment furnishes the stimulus, the response being conditioned by the inherited tendencies of the individual in the form of instincts and impulses. Since the school is the chief agency for presenting stimuli, the study would not be complete without some analysis of its organization. The intellectual organization of the school is represented by the curriculum, which has originated in society and represents the cultural values as defined by society. The evolution of the curriculum has been conditioned by tradition, educators, teachers, and by society itself.

Upon the whole the author seems to be discussing the principles underlying the social aspect of education, using the method and the authority of philosophy to discover and to establish them. It is only by keeping constantly in mind the author's own interpretation of the problem and scope of philosophy that the writer was able to harmonize the discussion all the way through with the title of the book. This philosophical trend of the author may also incidentally account for the inclusion of a discussion of the aim of education. A scientific treatment of the principles of education would not directly comprehend a discussion of the aim, without apology, since the principles of the educative process are not in any special way dependent upon the aim. Notwithstanding, however, these slightly confusing characteristics, together with the somewhat disappointing absence of many specific examples of the general principles discussed, the treatise represents a marked degree of originality and constitutes a valuable and illuminating addition to the literature in the field of education.

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Elements of Physics. By EDWIN H. HALL. New York: Henry Holt & Co., 1913. Pp. viii+576; 351 illustrations; 6 portraits. \$1.25.

This book is an outgrowth of the third edition of Hall and Bergen's text in physics and shows many important changes and improvements over the original. There is more matter than can be thoroughly mastered in one year by the average secondary-school pupil. This is a good feature as it gives the teacher considerable latitude in the choice of topics. The separation of subject and laboratory matter is a wise provision, thus not interrupting the continuity of the reading. There are but few illustrative or lecture experiments, leaving more room for subject-matter. Throughout the book are scattered problems and exercises, which will help the reader in fixing the laws and principles already studied; the chapter on Molecular Attraction has been lengthened to twenty pages; the treatment of heat engines has also been improved by the addition of many important and up-to-date discussions; the subject of optics, likewise, has been greatly enhanced by the insertions of several interesting topics, and the discussion of electro-magnetism has been materially improved. The book is conspicuously free from those mathematical expres-

sions which frighten the beginner of physics. It is a good book and merits an extensive adoption by schools.

There are fifty well-selected laboratory exercises at the back of the book, and a complete index of eight pages. The book is well made mechanically, the type is clear and large, the presswork admirable.

Bennett's Bookkeeping and Accounting Exercises. By R. J. BENNETT.

New York, Cincinnati, and Chicago: American Book Co., 1913. Cloth, 12mo; Part I, 96 pages, \$0.40; Part II, 112 pages, \$0.45.

The first book consists of 39 exercises and 2 explanatory chapters. Ten of the exercises are devoted to the journalization of such accounts as Merchandise, Cash, Bills Receivable, Bills Payable, Expense, Property, Interest, Discount, Mortgages, Loss and Gain, Proprietor, Shipments, Consignments, Notes, Drafts and Stocks. These chapters employ a variety of expression and present within a brief space the important points under each topic. Nine chapters present short sets to be worked, one in which ledger only is used, one in which card ledger is employed, one in which there is a loose-leaf system, one in which student must rule all the papers himself, one in which single-entry books must be changed to double, one involving partnership, and one using special column books. Four chapters ask general review questions. These seem to lack the originality and character that is found in other parts of the book, but in the main they are fundamental. Four chapters discuss statements and give exercises on them. The author compares various kinds of statements. Two important chapters discuss the avoidance and detection of errors. Here the author gives the students valuable suggestions. Three chapters are devoted to the adjustment of accounts between firms and between individuals in the same firm.

The author states in his preface that the book is intended as a supplement to the ordinary textbook and as a test of the thinking ability of the students. He succeeds remarkably well. The book as a whole stimulates thought, presents old material in a new way, collects and summarizes information upon the various topics, and gives the atmosphere of the real business world.

Part II contains 21 exercises designed for advanced high-school or college students. Six chapters treat such topics of corporation accounting as the opening and closing of corporation books, changing firms to corporations, incorporation of going concerns, amalgamation of corporations, and questions on corporations. Two chapters discuss statements and reports. Two give review questions. There is one complete short set to be worked. The titles of the remaining chapters are Errors and Trial Balances, Branch Store Accounts, Consolidation of Business Firms, Stock Ledgers, Self-Balancing Ledgers, Designing Columnar Books, Insolvency and Reorganization, Financial Companies, Auditing and Investigations, and General Problems.